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ABSTRACT

This monograph focuses on rating scales and other similar instruments being used in applied rehabilitation settings. The first of two major sections presents a general discussion of rating scales and their use. Specifically, this section includes subparts dealing with (1) reasons for using rating instruments, (2) the types of rating scales, (3) problems and pitfalls in the use of rating scales, and (4) selecting a rating scale. The remainder of the document is comprised of descriptions of eleven rating scales: American Association on Mental Deficiency Adaptive Behavior Scale; Adaptive Behavior Checklist; Chicago Jewish Vocational Service's Staffing Preparation Form; Employability Assessment Scale and Profile; Materials Development Center Behavior Identification Format; Nebraska Client Progress System; Progress Assessment Chart 2; San Francisco Vocational Competency Scale; Vocational Behaviors Scale: Experimental; Work Adjustment Rating Form; and Work Behavior Rating Scale. Each description follows a typical format including the following parts: general information, descriptions of the scale, scoring, technical information, availability, and references. (LRA)

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CLIENT RATING INSTRUMENTS FOR USE IN VOCATIONAL REHABILITATION AGENCIES

Compiled and Edited
by
Thomas J. Esser

Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

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Tom Esser, Development Specialist
Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

CLIENT RATING INSTRUMENTS FOR USE IN VOCATIONAL REHABILITATION AGENCIES

Introduction

As in applied psychology and education, rating scales and other similar instruments are being widely used in applied rehabilitation settings. What are the reasons for this widespread popularity, and do rating scales really merit the broad use which they appear to enjoy? This publication is an attempt to provide some insight into these questions, as well as to provide both general and specific information regarding some of the various types of client rating instruments which are applicable in rehabilitation centers and workshop facilities.

Rehabilitation is concerned not only with a person's acquisition of job skills, but also with the development of work and work-related behaviors which enable the individual to find and maintain employment. It has been found through experience that people lose jobs primarily because of deficiencies in work behaviors, and not just because of skill deficits as such. This happens because a majority of rehabilitation clients have not developed appropriate job behaviors due to social and cultural deprivation and lack of previous, successful work experience. The majority of rating instruments currently being used appear to recognize the importance of work behaviors as a critical factor in determining a person's success at finding and keeping a job. The emphasis of most scales is on the qualitative rather than on the quantitative aspects of work behavior.

Why Rate?

Rating instruments of one form or another are being used in just about every rehabilitation center and workshop facility. Applying a reverse form of logic, you could evaluate rating instruments by saying something like, "They must be good, or else they wouldn't be used so much." As any old rating scale developer can tell you, "good" can mean a lot of different things to different people. To a clinical psychologist, "good" is going to mean adequate norming and high reliability and validity. To a workshop supervisor, "good" may more likely mean that the instrument is easy to use and it doesn't take up much of his or her time. When it comes to rating instruments, "usefulness" is a much more meaningful concept. Although a particular rating scale may not be empirically sound or well-designed, staff members in an agency may still find the instrument useful. Just as beauty is in the eye of the beholder, so is usefulness. Judging from their widespread application, rating instruments evidently do serve a "useful" function.

Perhaps the major reason for the broad appeal of rating scales can be traced to their utility. Generally speaking, they are easy to use, and require a minimum expenditure of staff time and energy. However, in addition to being easy to use, rating scales should also provide the user with accurate information about the individual being rated. Care

should be taken in selecting a rating instrument which helps in the identification of the specific behaviors to be worked with in rehabilitation programs. In other words, rating should not be an exercise designed simply for the purpose of getting another form into a case file. If this is the case, then the particular instrument used is not really all that important, and ease of use will probably be the primary criteria for selecting a rating instrument.

In rehabilitation settings, rating instruments can and do serve a number of functions. Some of the major uses include the following:

1) Rating scales are useful for identifying and pinpointing specific work behaviors, both positive and negative. The structure provided by many scales calls attention to important areas which might otherwise be overlooked.
2) Rating scales can provide information which serves as a basis for formulating goals for work adjustment or behavior change programs.
3) They serve as a tool to use for determining an individual's status within a program at any given point in time.
4) Rating scales can be used to measure a program's effectiveness in bringing about acquisition of positive skills and behaviors.
5) They may be a useful tool for sharing information and facilitating communication.
6) In some instances, rating scales have been used as predictive devices.

Obviously, every rating scale can not perform all of these functions equally well. Depending on how they are used, some might not serve any of them adequately. Still others, if used properly, can provide the user with a great deal of valuable information. Like any tool, the value of rating instruments is determined by the way in which they are used. A well-designed instrument if improperly used is not going to be as effective in providing information as it could be. Persons doing ratings should have a specific purpose(s) in mind for using a particular scale. They should know the limitations of the scale which they are using, thereby not expecting the instrument to do things which it has not been designed to do. They should also become familiar with the scale by practicing with it before putting it into general use. Ideally, when used in a center or agency, the scale items and terminology should be commonly understood, having essentially the same meaning to all parties concerned.

Rating scales are not a panacea or magical solution to all of the information gathering and processing needs of staff members in rehabilitation facilities. They can not make up for the shortcomings resulting from improperly trained or unmotivated staff, or a poorly managed program or agency. The key to the successful use of any rating device is

people - people gathering information about other people in order to assist them in improving their position in the community.

Types of Rating Scales

J. P. Guilford's classic text, "Psychometric Methods" contains a chapter which covers the subject of rating scales in considerable detail. Even though the book was first published in 1936, the information it presents continues to be relevant. Guilford identified five broad categories of rating scales which he subsequently labeled 1) Numerical, 2) Graphic, 3) Standard, 4) Cumulated Points, and 5) Forced Choice.

Numerical Scales - Generally speaking, numerical rating scales consist of a number of traits which are rated according to numbered labels or cues as in the example below.

Follows Directions

Always	Usually	Sometimes	Seldom	Never
4	3	2	1	0

As can be seen in the example, the highest numerical value is assigned to the response which appears to be most desirable. Of course, this could be reversed also, with a lower numerical value being assigned to the most desirable response, and so on down the line. In this case, the smaller the total numerical score, the better the rating; in the above example, however, the opposite would be true.

Numerical rating scales are relatively easy to develop and apply, and hence are used frequently. However, there are numerous problems associated with this type of instrument, the majority of which stem from the fact that they are prone to error and bias in design and application. If numerical scales are carefully constructed, it is possible that these problems could be eliminated or minimized. One redeeming quality of this type of scale is that the data resulting from their use is easily tabulated for study or research purposes.

Graphic Rating Scales - These instruments consist of descriptive statements or definitions for a trait which are placed along some kind of a continuum. There are numerous formats which can be used. They can be laid out horizontally or vertically. The example below is a graphic rating scale trait which follows the horizontal format.

Tolerance for Criticism

Falls apart when criticized; can not take any negative comments.	Can only take criticism if sugar-coated and gentle.	Occasionally disturbed by criticism.	Rarely disturbed by criticism; nearly always responds positively.

Graphic rating scales are among the most popular of all rating devices. Some of the reasons for this include:

- They are simple and easy to use.
- They can be quickly filled out by the rater.
- They are generally interesting to the person doing the rating.
- There are no numerical values to distract the rater.
- They allow for finer discrimination by the rater than is generally possible with other types of scales.

Standard Scales - This type of instrument presents the rater with a set of standards by which to evaluate a trait or object. Standards are more than ordinary cues, having predefined scale values. This approach to rating scale development is not used as frequently as some others due to the difficulties involved in coming up with an accurate scale of standards. This type of scale has been used, for example, in judging the quality of handwriting.

Cumulated Points - The checklist rating method is the most common rating approach in this category. Generally the rater is supplied with a list of traits from which he or she checks those which apply to the individual being rated.

Scale values or weights are often assigned to checklist items, the most common method being that of assigning a +1 value to positive traits and a -1 value for negative traits. Another common approach is to provide a neutral category to which a scale value is not assigned, or to which a value of 0 (zero) is given.

Checklist ratings are popular because they are easy to use, requiring a minimum degree of discriminative judgment on the part of the rater. On the other hand, very little qualitative or quantitative information about the individual being rated is provided. In addition, checklist rating devices are prone to response bias because the rater is asked merely to check those items which apply to the individual being rated.

Forced Choice Ratings - This method of rating scale construction was designed specifically to deal with the problem of rater bias. The rater is "forced" to select a statement from paired or grouped statements which is most representative of the rated individual. Research has not shown that forced-choice ratings really eliminate the problems which they were designed to correct.

Problems and Pitfalls in the Use of Rating Scales

According to Guilford (1954), the use of ratings is based on the assumption that the human observer is an effective instrument of quantitative observation. This means that the observer is capable of a certain degree of precision and objectivity. Ratings based on these observations are taken to be fairly accurate judgments about certain

characteristics and qualities of the individual being rated. Because of the uniqueness of human behavior, both on the part of the rater and and ratee, it is necessary to be aware of the limitations involved as well as the many sources of personal biases found in human observation and ratings.

The Error of Leniency - Raters tend to rate those whom they like or know well higher than others, or higher than they should be. This can work in the opposite direction also; in other words, the rater would assign lower ratings to someone whom he or she dislikes or has negative feelings about (negative leniency or the error of severity).

The Error of Central Tendency - Raters sometimes hesitate to express extreme judgments, and thus tend to give ratings in the direction of the average or mean for the group. This is more likely to happen when the rater does not know the individual being rated very well.

Halo Effect - Halo effect refers to the tendency of the rater to rate an individual on any trait according to the general impression which the rater has of that individual. In other words, if the rater has a generally favorable impression of an individual, he or she is more likely to give that person a similarly favorable rating on any given trait. As a result, the ratings for some traits are likely to be of questionable validity: Halo effect is quite similar to the error of leniency and severity. However, halo effect is a more general unconscious tendency, and the errors of severity or leniency are the result of definite likes and dislikes on the part of the rater.

Logical Error - Traits which seem to be logically related in the minds of persons doing the rating are likely to receive similar ratings. This is true regardless of the position of the items on the scale.

Proximity Error - Proximity error refers to the tendency of some raters to give similar ratings for traits which are close together in space or in time. For example, ratings for traits which are located next to each other on a rating form are likely to have a higher correlation than nonadjacent traits.

Contrast Error - The rating of others in an opposite direction from ourselves is known as contrast error. This is probably most prevalent in peer ratings, and is not likely to be a common error in counselor/evaluator ratings of client performance and behavior.

In order to minimize the above-listed types of errors, raters should be carefully trained in the use of the particular rating instrument. This can be accomplished through practice in using the instrument, followed by group discussions. Raters should have the opportunity to observe individuals in the actual situations where the traits to be rated are manifested. Raters who have this opportunity are likely to be more familiar with the behavior of the person being rated, and thus are able to provide more accurate ratings. Persons doing ratings should also be familiar with job requirements when ratings are being obtained in an

actual work setting. The more information which the rater can provide about the circumstances and environment surrounding a behavior, the more valuable the rating based on this information is going to be. The amount of time available for rating is also an important factor in the reliability of the ratings. If ratings are obtained infrequently or hurriedly, they are also likely to be less accurate.

It is recommended that independent ratings on client behavior be obtained from more than one observer. Ratings should be considered comparable only when persons doing the rating are equally familiar with the person being rated as well as with his or her activities. Raters usually disagree because they have observed the individual under different circumstances.

Selecting a Rating Scale

How does one go about selecting a rating instrument for use in a rehabilitation facility or workshop? Actually there are very few existing scales which are tailor-made to meet the needs of everyone. On the other hand, few facilities have the expertise needed in order to develop their own scale. A good many facilities probably borrow bits and pieces from already existing scales, and then revise them to meet their own needs. The following criteria should serve as general guidelines for things to look for in rating scales:

1) In order to be most useful, persons using the scale should agree on the meaning of the terminology which the scale employs.
2) Statements on the scale should be as concise and unambiguous as possible.
3) The scale should be designed in order to assess traits and behaviors that can be observed.
4) When general terms such as "usually," "often," "frequently," "superior," "average," etc., are used, they should be defined so that their meaning is clear to all persons using the scale.
5) Traits and behaviors should be defined clearly and specifically.
6) Traits and behaviors should be distinct from one another in order to avoid confusion as to exactly what is being rated.
7) Scales should avoid using terminology which has religious or moral connotations, social value judgments, goodness or badness, etc.
8) Each trait should include a label or trait name, a definition, and cues designed to assist the rater in describing a person's behavior according to that trait.

9) Good cues apply to a point or very short range on the scale. There should be little doubt about its position in relation to other cues.

10) Traits should be rated on the basis of present, observed behavior rather than what is considered to be future performance.

11) Care should be taken in using scales which include a "Don't Know" or "No Opportunity to Observe" category. Such categories can be misused by partially interested raters.

Summary

There is no such thing as a completely objective rating instrument. Regardless of the method used, rating does involve personal opinion, bias, and subjective judgment. However, by using scales which give the rater a clear conception of the continuum along which to evaluate, and which provide this same conception to all persons using the instrument, much valuable information about human behavior and performance can be obtained. The following general advantages of rating scales have been adapted once again from Guilford (1954):

- Ratings require much less time than many other information gathering procedures.
- Rating scales are usually interesting to use, particularly when graphic scales are utilized.
- Rating scales can be used in a wide variety of settings, and for a wide variety of behaviors.
- They can be used by academically untrained raters, assuming that training is provided in using the instrument.
- Rating scales can be used with large numbers of behaviors.

A Collection of Rating Scales

The rating scales which are included in this section have been selected on the basis of their general availability and their suitability for use in a wide variety of rehabilitation settings. Except for the MDC Behavior Identification Format and the Chicago Jewish Vocational Service's Observation and Client Evaluation Manual, none of the scales are available from the MDC. Persons or agencies wishing to obtain a copy or copies of any of the remaining scales should write directly to the author or publisher. A name and address is provided for this purpose in each case. The scales appearing in alphabetical order are:

- AAMD Adaptive Behavior Scale
- Adaptive Behavior Checklist
- Chicago Jewish Vocational Service's Staffing Preparation Form
- Employability Assessment Scale and Profile
- MDC Behavior Identification Format
- Nebraska Client Progress System
- Progress Assessment Chart 2
- San Francisco Vocational Competency Scale
- Vocational Behaviors Scale - Experimental
- Work Adjustment Rating Form
- Work Behavior Rating Scale

AAMD Adaptive Behavior Scales

General Information: The 1974 Revision of the AAMD Adaptive Behavior Scale and the Public School Version of the scale published in 1975 are the result of a number of years of research dating back to 1966. The original version of the scale was published in 1969. As defined by the American Association on Mental Deficiency, the term "adaptive behavior" refers to "the effectiveness of an individual in coping with the natural and social demands of his or her environment." The Adaptive Behavior Scale is designed to provide an objective measure of the adaptive behavior of mentally retarded, emotionally maladjusted, developmentally disabled, and other handicapped persons. More specifically, the scale is designed to provide a clear, comprehensive picture of the way an individual maintains his or her independence in daily living as well as how he or she meets and deals with social/environmental expectations. This information is crucial for persons responsible for the training and habilitation of the mentally retarded and other disabled persons.

According to the manual, the scale can be used for the following purposes:

1) To identify areas of deficiency that individuals or groups have in order to facilitate proper and useful assignment of curricula and placement in training programs;
2) To provide an objective basis for the comparison of an individual's ratings over a period of time in order to evaluate the suitability of his or her current curriculum or training program;
3) To compare ratings of the same individual under different situations, e.g., home, school, ward, etc., in order to study how different environmental factors influence his or her behavior;
4) To compare ratings by different raters in order to gain additional understanding of the relationships between certain raters and persons being rated;
5) To provide a common medium of information exchange within, as well as between, organizations through a standardized reporting system;
6) To stimulate the development of new training programs and research;
7) To provide descriptions of groups of individuals which will facilitate making useful and realistic administrative decisions concerning programming and staffing needs.

The manual also presents a discussion on certain administrative uses for the instrument including program planning and design, allocation of resources, administrative control, and program evaluation.

Description of the Scale: The Adaptive Behavior Scale consists of two parts, Part One dealing with behaviors considered important for developing independence in daily living, and Part Two with maladaptive behaviors stemming from personality and behavior disorders. Part One includes sixty-six items organized according to ten behavior domains, which are further divided into twenty-one subdomains. Behavior domains are said to represent, "coherent groups of related activities." The behavior domains for Part One include the following: independent functioning; physical development; economic activity; language development; numbers and time; domestic activity; vocational activity; self-direction; responsibility; and socialization. The items in Part One were determined through item analysis of a number of rating scales used in the United States and Great Britain.

The items in Part Two, those pertaining to maladaptive behavior, were obtained as the result of analyzing "critical-incident" reports from ward personnel, day-care instructors, and special education teachers. Part Two contains forty-four items which are grouped into fourteen behavior domains. The behavior domains in Part Two include: violent and destructive behavior; antisocial behavior; rebellious behavior; untrustworthy behavior; withdrawal; stereotyped behavior and odd mannerisms; inappropriate interpersonal manners; unacceptable vocal habits; unacceptable or eccentric habits; self-abusive behavior; hyperactive tendencies; sexually aberrant behavior; psychological disturbances; and use of medications.

The scale is designed for use by a wide variety of people, professional and non-professional, who have been trained in the use of the instruments. The scale should be completed by persons who are most familiar with the individual being rated. This is the first person method of assessment. When one person is not sufficiently knowledgeable about the individual's behavior on all scale domains, the scale can be completed on the basis of either third party assessment or the interview method. Instructions for all methods of scale administration are located in the manual.

There are three types of items in the Adaptive Behavior Scale. For some items, the rater is asked to circle the number immediately adjacent to the most appropriate statement, and for others, to place a check mark next to those statements which apply to the individual being rated. In certain situations, some scale items or domains may not be relevant. If all items are not completed, then local norms should be developed. Persons using the Adaptive Behavior Scale should be aware of the fact that the scale was designed to be used in conjunction with other assessment techniques and devices, and not as the single measure of adaptive behavior.

[51] Job Performance
(Check ALL statements which apply)
(If "0" is circled in item 50, check "None of the above" and enter "0" in the circle)

4-number checked =

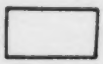
Endangers others because of carelessness ___
Does not take care of tools ___
Is a very slow worker ___
Does sloppy, inaccurate work ___
None of the above ___

[52] Work Habits
(Check ALL statements which apply)
(If "0" is circled in item 50, check "None of the above" and enter "0" in the circle.)

5-number checked =

Is late from work without good reason ___
Is often absent from work ___
Does not complete jobs without constant encouragement ___
Leaves work station without permission ___
Grumbles or gripes about work ___
None of the above ___

VII. VOCATIONAL ACTIVITY — **ADD** 50-52



VIII. SELF-DIRECTION

A. Initiative

[53] Initiative (Circle only ONE)

Initiates most of own activities, e.g., tasks, games, etc. 3
Asks if there is something to do, or explores surroundings, e.g., home, yard, etc. 2
Will engage in activities only if assigned or directed 1
Will not engage in assigned activities, e.g., putting away toys, etc. 0

[54] Passivity
(Check ALL statements which apply)

6-number checked =

Has to be made to do things ___
Has no ambition ___
Seems to have no interest in things ___
Finishes task last because of wasted time ___
Is unnecessarily dependent on others for help ___
Movement is slow and sluggish ___
None of the above ___
Does not apply, e.g., because he or she is totally dependent on others. (If checked, enter "0" in the circle to the right.) ___

A. Initiative — **ADD** 53-54

B. Perseverance

[55] Attention (Circle only ONE)

Will pay attention to purposeful activities for more than fifteen minutes, e.g., playing games, reading, cleaning up 4
Will pay attention to purposeful activities for at least fifteen minutes 3
Will pay attention to purposeful activities for at least ten minutes 2
Will pay attention to purposeful activities for at least five minutes 1
Will not pay attention to purposeful activities for as long as five minutes 0

[56] Persistence
(Check ALL statements which apply)

4-number checked =

Becomes easily discouraged ___
Fails to carry out tasks ___
Jumps from one activity to another ___
Needs constant encouragement to complete task ___
None of the above ___
Does not apply, e.g., because he or she is totally incapable of any organized activities. (If checked, enter "0" in the circle to the right.) ___

B. Perseverance — **ADD** 55-56

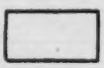
C. Leisure Time

[57] Leisure Time Activity
(Check ALL statements which apply)

Organizes leisure time on a fairly complex level, e.g., plays billiards, fishes, etc. ___
Has hobby, e.g., painting, embroidery, collecting stamps or coins ___
Organizes leisure time adequately on a simple level, e.g., watching television, listening to phonograph, radio, etc. ___
None of the above ___

C. Leisure Time — **ENTER** 57

VIII. SELF-DIRECTION — **ADD** TRIANGLES A-C



IX. RESPONSIBILITY

[58] Personal Belongings (Circle only ONE)

Very dependable--always takes care of personal belongings 3
Usually dependable--usually takes care of personal belongings 2
Unreliable--seldom takes care of personal belongings 1
Not responsible at all--does not take care of personal belongings 0

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Scoring: Each item on both Parts One and Two of the scale yields a numerical score. Each item score is entered into a circle which is immediately adjacent to the right of the item. In Part One, the sum of the item scores within a subdomain are entered in a triangle, and the subdomain scores within a domain are totaled up in a rectangle in order to yield the domain score. This procedure may appear fairly complex at first, but it is clearly illustrated on the scale. All scoring is done on the scale itself.

For Part Two, the major difference in scoring is that there are no subdomains and hence, no subdomain scores or triangles. The sum of the circles within each domain is entered into a rectangle, yielding the domain score. Subdomain and domain scores can then be transferred to a Data Summary Sheet. Domain Scores are converted to percentile ranks based on age group norms and are then plotted on the Profile Summary. The Profile Summary provides a visual illustration of a person's standing relative to his or her norm group, as well as with other persons in a program who are in the same age group.

Technical Information (Norms, Reliability, Validity): The first edition of the Adaptive Behavior Scale was normed on approximately 4,000 individuals from 68 facilities throughout the United States. Complete information on these normative studies may be obtained from the American Association on Mental Deficiency in Washington, or by referring to earlier editions of the manual. The mean reliability coefficient for pairs of independent ratings for Part One of the scale is .86. For Part Two, the mean reliability coefficient is .57. The validity has been examined in various populations, including residential facilities as well as in public school systems. The Public School Version of the scale has been standardized on 2,600 school children in the State of California. The school norms and statistical data regarding the school population are included in the manual for the Public School Version.

Availability: Persons interested in obtaining additional information about the scale may write to:

Adaptive Behavior Scale
American Association on Mental Deficiency
5201 Connecticut Avenue, N.W.
Washington, D.C. 20015

References:

Nihira, K., et. al., AAMD Adaptive Behavior Scale Manual (1974 Revision). Washington, D.C.: American Association on Mental Deficiency, 1974.

Malone, D. R., and Christian, W. P., Jr., Adaptive behavior scale as a screening measure for special education placement. American Journal of Mental Deficiency, 1974, 79 (4), 367-371.

Bogen, D., and Aanes, D., The ABS as a tool in comprehensive MR programming. Mental Retardation, 1975, 13 (1), 38-41.

Acknowledgements: The MDC wishes to express its appreciation to the American Association on Mental Deficiency for its cooperation in furnishing materials and for permitting reproduction of segments of the Adaptive Behavior Scale.

The Adaptive Behavior Checklist

General Information: The original version of this instrument was designed to provide an objective assessment of the adaptive behavior of mentally retarded residents in a state-operated training facility. The present instrument is the product of a number of years of research with earlier versions of the scale at the Sunland Training Center in Miami, Florida. Authors of the present ABCL are Robert N. Allen, Martin N. Levine, Leslie N. Alker, and Frank J. Loeffler.

The scale is designed to be used by cottage parents and floor supervisors who are most familiar with the individuals being evaluated. As a result, areas of individual strength and weakness are determined. This information can then be used to plan and place the individual in prescriptive training programs. The scale can be administered at different intervals in order to determine progress or lack of progress by the individual within a program. The instrument also has administrative applications for use in program evaluation.

Description of the Scale: The Adaptive Behavior Checklist consists of sixty items which are organized into three parts or sections. The three parts of the scale include:

Part I - Basic Functions, which includes 19 items

Part II - Primary Functions, which includes 15 items

Part III - Secondary Functions, which includes 26 items

All items on the checklist are rated according to one of three levels, with a rating of 3 representing the highest level of functioning and a rating of 1 the lowest. The rater is asked to check the statement which best describes the individual's performance for each item. There is also an Information Section at the beginning of the scale which provides an indication of an individual's functional limitations in terms of vision, hearing, and the use of upper and lower extremities. This information is also rated according to one of three levels, as are the items on the checklist itself.

Scoring: The ABCL yields a numerical score--a score of 180 representing the highest attainable score and a score of 60 the lowest level of functioning. A profile form is available for plotting an individual's position in relation to all items on the scale. The profile form can also be used to indicate an individual's progress on the basis of three administrations of the instrument at different points in time. It is recommended that a different color ink or pencil be used for plotting the results of separate administrations.

The current version is designed so that the resulting data can be analyzed and interpreted by computer. When used in this manner, a computerized report results which pinpoints specific areas of strength and weakness, and delineates prescriptive recommendations. An "adaptability

43) WORK FITNESS: Select the ONE STATEMENT that best describes the person's work fitness.

_____3. Can perform a job requiring use of tools or machinery, e.g., shop work, sewing, etc..
_____2. Can perform simple work, e.g., simple gardening, mopping floors, emptying trash, etc..
_____1. Can perform no work at all.

44) JOB PERFORMANCE IS ACCEPTABLE: Select the ONE STATEMENT that best describes the person's job performance.

_____3. Job performance is satisfactory.
_____2. Is a slow worker and requires supervision.
_____1. Does sloppy inaccurate work or no work at all.

45) HAS GOOD WORK HABITS: Select the ONE STATEMENT that best describes the person's work habits.

_____3. Is on time for work, is seldom absent, needs very little supervision.
_____2. Completes jobs with constant encouragement and supervision.
_____1. Leaves work station without permission, or is not working.

46) INITIATIVE: Select the ONE STATEMENT that best describes the person's initiative in the activities of daily living and work.

_____3. Initiates most of his/her own activities or asks for work.
_____2. Sits all day if not directed to any activity.
_____1. Will not do any assigned duties.

47) HAS SELF DIRECTION: Select the ONE STATEMENT that best describes the person's self direction.

_____3. Has ambition and interest in things.
_____2. Has ambition and interest in things when directed or supervised.
_____1. Seems to have no interest in things.

48) HAS PERSISTENCE: Select the ONE STATEMENT that best describes the person's persistence.

_____3. Does not discourage easily.
_____2. Needs constant encouragement to work at a task.
_____1. Jumps from one activity to another and never finishes a task.

49) PERSEVERANCE: Select the ONE STATEMENT that best describes the person's perseverance.

_____3. Will pay attention to a task for more than 15 minutes, cleaning up, putting things away.
_____2. Will pay attention to a task for at least 15 minutes.
_____1. Will not pay attention to a task, even if it requires less than 5 minutes.

quotient" and percentile ranks are provided for each part of the scale, as well as for the total scale.

Technical Information: Items in the present ABCL were derived on the basis of factor analysis. Significant correlations between total scores, subscores, and I.Q. have been demonstrated. The highest correlations were found between I.Q. and Primary Function scores as compared to the other parts of the instrument. Correlations between I.Q. and the Basic and Secondary Functions were also high and significant. Persons interested in further information on research with the ABCL may wish to refer to the journal articles listed below.

Availability: Information concerning The Adaptive Behavior Checklist and its purchase may be obtained from:

Western Psychological Services
12031 Welshire Blvd.
Los Angeles, California 90025

References:

ABCL BIBLIOGRAPHY

Allen, R. M., Alker, L. N., Levine, M. N., and Loeffler, F. J., Adaptive behavioral assessment as the second tool in the criterion for mental retardation. Submitted to Research and the Retarded, 1975.

Allen, R. M., and Allen, S. P., Intellectual Evaluation of the Mentally Retarded Child: A Handbook, Revised. 4th Edition. Western Psychological Services, Los Angeles: 1975.

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Allen, R. M., Levine, M. N., Alker, L. N., and Loeffler, F. J., The Adaptive Behavior Checklist and Administration Manual. Western Psychological Services, In Press.

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Levine, M. N., Allen, R. M., and Ferris, W. C., Inter-rater reliability of an adaptive behavior checklist for the institutionalized mentally retarded. Research and the Retarded, 1974, Fall, 30-37.

Levine, M. N., Forman, L., and Leon, L., Computerized prescriptive programming. Council on Exceptional Children, MR Division, April Convention, 1976.

Schwartz, B. J., and Allen, R. M., Measuring adaptive behavior: The dynamics of a longitudinal approach. American Journal of Mental Deficiency, 1975, 79, 424-433.

Schwartz, B. J., Allen, R. M., and Cortazzo, A. D., Factors in the Adaptive Behavior Checklist revisited and revised. Training School Bulletin, 1974, 70 (4), 248-254.

Acknowledgements:

The MDC expresses its appreciation to the authors, Robert N. Allen, Martin Levine, Leslie Alker, and Frank J. Loeffler, for their cooperation in providing materials and allowing their use in this publication.

Staffing Preparation Form - Client Ratings

General Information: The Staffing Preparation Form was developed by the Chicago Jewish Vocational Service's Research Utilization Laboratory, and was field tested and refined through use in a number of rehabilitation facilities throughout the Midwest. The form is included in the manual which is entitled, "Observation and Client Evaluation in Workshops: A Guide and A Manual." This publication has been reprinted as part of the "Recommended Procedure" series by the Materials Development Center.

The Staffing Preparation Form is designed to be used in conjunction with the Guide and Manual. The Guide and Manual were developed to accomplish two purposes. First, the instrument was designed to assist floor supervisors in improving their observational skills and the inferences which are made on the basis of these observations. Secondly, the instrument is intended to assist floor supervisors in learning about which client work behaviors are acceptable or not acceptable in a competitive job. The manual includes information on critical work behaviors along with suggestions on how to recognize and evaluate such behaviors. The following list of advantages were provided by agencies which tested and adopted the procedure:

1) It provides an evaluation instrument which makes supervisor's observations much more useful than those made on a non-systematic basis.
2) Communication among staff members is enhanced as a result of utilizing consistent terminology about behaviors.
3) Communication is also improved with other agencies involved with the client.
4) The status of floor supervisors is enhanced as a result of their increased involvement in planning for the client.
5) By improving communication with other agencies and employers, an agency improves its image in the community and therefore its opportunities to serve clients.
6) The costs involved in introducing and implementing the procedure are minimal. The primary cost would be in training staff members in the use of the system.
7) Staff discussions and planning sessions for the client are easier to organize within the framework provided by the system.
8) As a result of a greater understanding of client behaviors by staff and clients alike, time deadlines for achieving objectives can be reduced.

9) The consistent use of the Staffing Preparation Form can help personnel evaluate strengths and weaknesses in their own performance.

The manual and the Staffing Preparation Form were designed to be used by floor supervisors, regardless of their academic training. Training in the use of the procedure is essential to its successful implementation. Discussions on the behavior definitions and their cues are extremely important in developing a consistent terminology on client behaviors.

Description of the Scale: The color-coded manual contains twelve behavior categories which are organized into six more basic behavior dimensions. The behavior categories corresponding to a particular dimension are color-coded according to that dimension. The behavior dimensions and their code colors are as follows:

Supervision - Yellow

Quality and Organization - Green

Acceptance of Work Role - Blue

Productivity - Buff

Relations with Co-Workers - Gray

Self-Presentation - Orange

A definition is provided for each of the twelve work behavior categories. Each category also has a list of concrete behaviors or cues. The cues are provided to aid floor supervisors in recognizing and categorizing client behaviors and in rating the client on the Staffing Preparation Form. Relationships between a behavior category and other categories are listed at the bottom of the page.

The Staffing Preparation Form lists the twelve behavior areas, each of which is rated according to a five-point scale. The extremes on each end of the scale are defined, with the letter "X" representing the positive side of the scale, and the letter "Y" the negative side. Because only the extreme ends of the scale are defined, raters would be inclined to mark towards either end, rather than the middle or neutral category as is common practice with many rating instruments.

Scoring: The Staffing Preparation Form does not yield a numerical score. Rather it illustrates a client's performance relative to each of the twelve behavior areas. The form is designed to be used in client staffing sessions as a basis of discussion of a client's functioning in the work program.

Technical Information (Norms, Reliability, Validity): The behavior areas included in the form were selected after a review of published studies in

Figure 1

STAFFING PREPARATION FORM--CLIENT RATINGS

Client's Name: Name and Job Title of Rater: Date:

Period Covered: to Jobs Performed:

On the basis of your own observation of the client at work, assess him on the following rating scale, placing a check (✓) in the appropriate box.

	X	X Applies	Inclined to X	Inter-mediate	Inclined to Y	Y Applies	Y
1.	Client is quite comfortable and not anxious with supervision						Client is basically uncomfortable and anxious with supervision
2.	Client usually follows thru on instructions and applies them to work						Client usually fails to follow thru on instructions
3.	Client's work is done correctly and carefully						Client's work is not done correctly and carefully
4.	Client recognizes work as different from school, home, or recreation						Client does not recognize work as different from school, home, or recreation
5.	Client's productivity is consistently high						Client's productivity is consistently low
6.	Client spends time appropriately with co-workers						Client does not spend time appropriately with co-workers
7.	Client works well with others on joint tasks						Client has trouble working with others on joint tasks
8.	Client is appropriate in his personal relations with supervisors						Client is not appropriate in his personal relations with supervisors
9.	Client accepts unpleasant tasks when assigned						Client strongly objects to unpleasant tasks
10.	Client is open and clear in communicating with foreman						Client's communications with foreman are unclear
11.	Client's work organization is good						Client's work organization is poor
12.	Client is neat, alert, and involved						Client is sloppy, sluggish, and uninvolved

which work ratings were correlated with subsequent work performance. Twelve areas were identified as being crucial to successful work performance.

"Reliability in operation" is reported to be quite high on the basis of improvements indicated by agencies which field tested the procedure. Validity of the procedure requires additional research. It is recommended that this research be undertaken by facilities which have implemented the system.

Availability: Individuals and agencies who would like to obtain a copy of "Observation and Client Evaluation in Workshops: A Guide and A Manual," may do so by writing to:

Information Service
Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Cost: $1.50/copy

References:

Materials Development Center, Recommended Procedure: Observation and Client Evaluation in Workshops: A Guide and A Manual. Menomonie, Wisconsin: Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout, 1972.

Acknowledgements: The MDC expresses appreciation to the Research Utilization Laboratory, Chicago Jewish Vocational Service, 1 South Franklin Street, Chicago, Illinois 60606, for allowing the MDC to make this material available to the field.

Employability Assessment Scale and Profile

General Information: The Employability Assessment Scale (EAS) and the Employability Assessment Profile (EAP) were developed by Dr. Richard J. Estes of the University of Pennsylvania School of Social Work. The instruments were originally constructed in conjunction with a number of California welfare agencies for purposes of assessing the employability of welfare clients. A description of the instruments and the rationale behind their development are contained in an article published in The Journal of Public Welfare entitled, "Welfare Client Employability: A Model Assessment System" (see References). The EAS and EAP were designed to perform the following functions: (1) case employability assessment; (2) case planning; (3) case monitoring; (4) program evaluation; and (5) to provide data for specialized research studies.

The Employability Assessment Scale and Profile are based on the concept of "Relative Employability Potential" (REP). This concept implies that all clients, regardless of the nature of their limitations, possess some potential for employment. This REP concept assists agency personnel in thinking about each client in terms of specific limitations and specific assets, as opposed to the more traditional concepts of "employable" and "unemployable." The author lists several advantages connected with the use of the EAS and EAP:

1) The instruments are easily learned and require no extensive manual or formal training beyond initial orientation sessions.
2) The instruments can be reproduced inexpensively and require little additional cost.
3) Utilizing the instruments reduces the need for unnecessary or redundant recordings.
4) The instruments reflect the concerns and values of human service workers.
5) The instruments are sufficiently flexible and can be easily updated or revised for individual agency needs.
6) The criteria contained in the instruments allow for differential weighing of the factors most appropriate to the local employment situation.
7) Use of the instruments insures increased reliability of assessments among workers across different service units.
8) The instruments can be used by the worker and client together, thus offering each an additional opportunity for client participation in establishing the most appropriate service priorities.

Description of the Scale: The Employability Assessment Scale consists of twelve independent employability indicators which include age, educational level, military status, language skills, health status, legal status, past work history, work motivational factors, transportation needs, child care needs, job-related expenses, condition of the local job market, and other miscellaneous factors relating to job-seeking activity. The employability indicators are further subdivided into a number of quantifiable characteristics. For example, the second of the employability criteria, Language Skills, is assessed in terms of ability to read, speak, write, and understand spoken instructions. Each of the criteria and the characteristics pertaining to the criteria are defined according to "low," "moderate," and "high" employability levels. These definitions help to pinpoint the relative employability of a client according to each of the items on the scale. The definitions were designed to accurately reflect actual patterns and hiring practices in the employment market.

The EAS and EAP are meant to be used together. The Employability Assessment Profile provides a summary of an individual's status according to each of the items on the scale. The EAP assists workers and clients in identifying areas of strength and weakness in terms of employability, and in establishing priorities for services.

Scoring: The instrument is scored by totaling the number of items which are rated in each of the "low," "moderate," and "high" employability columns on the Employability Assessment Profile. These EAP totals are recorded at the bottom of the profile. Any items rated according to the "low" relative employability level are cause for serious concern, and probably indicate a priority area for remediation or training. Space is provided for recording the EAP totals resulting from several scale administrations. Changes in these EAP totals from one administration to the next provide indications of change in the Relative Employability Potential of the individual.

Technical Information (Norms, Reliability, Validity): The items in the Employability Assessment Scale were reviewed and refined by more than three hundred welfare workers, administrators, vocational counselors, employment specialists, and other professionals. Data resulting from empirical studies with the instrument are not available. However, scale data lends itself to computer tabulation and analysis which may be readily utilized for program evaluation and general research.

Availability: Information regarding the Employability Assessment Scale and Profile may be obtained by writing to:

Richard Estes, D.S.W.
The School of Social Work
University of Pennsylvania
3701 Locust Walk C3
Philadelphia, Pa. 19174

Format for the EAS and EAP

Employability Assessment Scale (EAS)			
Employability Criteria	Employability Level		
	Low	Moderate	High
I. Years of education	0-8	9-11	12+
II. Language difficulties:			
A. Reading	Cannot	Functional (street signs, simple instructions)	Reads
B. Speaking	Non-English	Broken English, ungrammatical	Fluent
C. Writing	Cannot	Writes, able to complete work application; simple sentence structure	Correct grammar
D. Understanding spoken instructions	Unable	Slow, minimal understanding	Clear understanding with fast comprehension
III. Health limitations:			
A. Physical	Chronic recurring problems; obvious limitation; may need retraining	Medical situation stable; controlled handicap; may need remedial training	No limitations
B. Mental	Hospitalization within last 5 years; frequent outpatient visits; heavy medication; subnormal intelligence	Hospitalization over 5 years ago; periodic outpatient visits; light medication; dull-normal intelligence	No known limitations

Employability Assessment Profile (EAP) Summary Sheet*				
Criteria	Low	Moderate	High	Comment
I. Education	. . . .	. . . .	. . . .	
II. Language difficulties (skills):				
A. Reading	. . . .	. . . .	. . . .	
B. Speaking	. . . .	. . . .	. . . .	
C. Writing	. . . .	. . . .	. . . .	
D. Understanding spoken instructions	. . . .	. . . .	. . . .	
III. Health limitations:				
A. Physical	. . . .	. . . .	. . . .	
B. Mental	. . . .	. . . .	. . . .	
C. Alcoholism	. . . .	. . . .	. . . .	
D. Drug addiction (type)	. . . .	. . . .	. . . .	
E. Family member health	. . . .	. . . .	. . . .	
IV. Legal barriers:				
A. Driver's license	. . . .	. . . .	. . . .	
B. Conviction record	. . . .	. . . .	. . . .	
C. Citizenship	. . . .	. . . .	. . . .	
D. Pending litigation or garnishment	. . . .	. . . .	. . . .	

References:

Estes, R. J., Welfare client employability: A model assessment system. Journal of Public Welfare, 32 (4), 46-55.

Acknowledgements: The MDC wishes to thank Richard J. Estes for permitting information on the Employability Assessment Scale to be included in this publication.

MDC Behavior Identification Format: 1974

General Information: The MDC Behavior Identification Format has not been designed primarily to be used as a rating scale. Rather it has been developed as a tool to be used in observing, identifying and recording work and work-related behaviors which may limit or enhance employment opportunities for vocational rehabilitation clients. The emphasis of the format is on teaching rehabilitation personnel how to describe in writing specific behaviors as clearly and concisely as possible. The behavior description should be written so that its meaning is clear to each person who reads it. Once a specific problem behavior is identified and described, rehabilitation personnel can use this information to develop a treatment program or adjustment plan which is designed to assist the individual in acquiring the needed behavior. The identification of specific work behavior problems is a necessary first step in planning individualized objectives for work adjustment services. As a result of utilizing the Behavior Identification Format, staff members can develop a common, consistent terminology about client behaviors. This should improve communication among staff personnel as well as with other agencies.

The present Behavior Identification Format is the result of revisions to an earlier version of the instrument which was field tested in rehabilitation centers and workshops during 1972-73. The major difference between the 1974 revision and the field trial instrument is that the definitions for each behavior category have been expanded to provide a more inclusive description of the types of behavior which may occur in a particular behavior category. The behavior examples and sample descriptions have also been made more specific in an attempt to provide better cues to ways in which behaviors may be displayed in rehabilitation settings. There have been some minor changes in the design and layout of the form itself; the present form now consists of two pages where the original contained three pages. One rating sub-classification has also been added for purposes of consistency with the other rating classifications.

Description of the Scale: The Behavior Identification Format contains twenty-two behavior categories. Each of the twenty-two categories includes a broad definition for the behavior category, examples of specific behaviors within the category, and sample descriptions of ways in which observations of specific behaviors may be recorded. The twenty-two categories in their order of appearance are as follows:

1) Hygiene, Grooming and Dress
2) Irritating Habits
3) Odd or Inappropriate Behaviors
4) Communication Skills as Related to Work Needs
5) Attendance
6) Punctuality

MDC BEHAVIOR IDENTIFICATION FORM

Client's Name: _____

Client's Job Goals _____

_____

Rater _____

Period Covered _____ to _____

Date of 1st Rating _____ 2nd Rating _____ 3rd Rating _____

Rating Key
A - Acceptable
A-1 Strength
A-2 No Problems
B - Selective Placement
B-1 Problem-Placement
B-2 Change to Upgrade
C - Change Needed
C-1 Change Possible
C-2 Change Doubtful

Category	Behavior	Rating
1. Hygiene, Grooming and Dress		
2. Irritating Habits		
3. Odd or Inappropriate Behaviors		
4. Communication Skills as Related to Work Needs		
5. Attendance		
6. Punctuality		
7. Ability to Cope With Work Problems (Frustration Tolerance)		
8. Personal Complaints		
9. Vitality of Work Energy		
10. Stamina or 8-Hour Work Capacity		
11. Steadiness or Consistency of Work		

7) Ability to Cope with Work Problems (Frustration Tolerance)
8) Personal Complaints
9) Vitality of Work Energy
10) Stamina or 8-Hour Work Capacity
11) Steadiness or Consistency of Work
12) Distractability
13) Conformity to Shop Rules and Safety Practices
14) Reactions to Change in Work Assignment
15) Reactions to Unpleasant or Monotonous Tasks
16) Social Skills in Relations with Co-Workers
17) Amount of Supervision Required After Initial Instruction Period
18) Recognition - Acceptance of Supervisory Authority
19) Amount of Tension Aroused by Close Supervision
20) Requests for Assistance from Supervisor
21) Reactions to Criticism and Pressure from Supervisors
22) Work Method and Organization of Tools and Materials

The Behavior Identification Form itself contains space for recording specific behavior observations pertaining to each of the twenty-two categories. The listing of the behavior categories serves to call attention to various problem areas. Once a problem behavior is described, it can then be rated according to one of three rating classifications, A - Acceptable, B - Selective Placement, and C - Change Needed. These classifications are each divided into two more precise ratings. Space is provided for rating specific behaviors on three separate occasions. Progress can be seen on the basis of the change in the assigned rating.

Scoring: The Behavior Identification Form does not yield a numerical score as the emphasis of the procedure is on pinpointing and describing specific behaviors. The behavior ratings reflect the rater's judgments of the appropriateness of the client's behaviors as they relate to his or her job goals.

Technical Information: (Norms, Reliability, Validity) The MDC Behavior Identification Format was not designed as a research or predictive instrument. It is possible that the format could be redesigned for these purposes.

Availability: Copies of the MDC Behavior Identification Format - 1974 may be obtained from:

Information Service
Materials Development Center
Stout Vocational Rehabilitation Institute
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Cost: $2.00/copy

References:

Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout. MDC Behavior Identification Format. Menomonie, Wisconsin: Author, 1974.

Materials Development Center, Department of Rehabilitation and Manpower Services, University of Wisconsin - Stout. Field Trial Research: Manual for Use of the MDC Behavior Identification Form. Menomonie, Wisconsin: Author, 1972.

Esser, T., The MDC behavior identification format: 1974. In A Sax (Ed.), Innovations in vocational evaluation and work adjustment. Vocational Evaluation and Work Adjustment Bulletin, 1974, 7 (1), 50-53.

The Nebraska Client Progress System

General Information: The Nebraska Client Progress System (hereafter C.P.S.) is not a rating scale, but is better described as representing a rather elaborate evaluation tool useful in developmental programming for mentally retarded and severely disabled persons. The original system was the result of a joint project between the Nebraska Office of Mental Retardation, the Department of Public Welfare, and the Division of Rehabilitation Services. This system was put into state-wide operation in 1972. The present C.P.S. is coauthored by J. Alan Hansen and Theresa Sledge, copyright 1974. According to the authors, the C.P.S. represents "a pattern of behavioral objectives which form a minimum core program leading toward independent living and competitive employment." The authors maintain that the C.P.S. can be used for the following purposes:

1) As a means of determining training needs useful in individualized program planning.
2) As an aid for planning and scheduling program activities.
3) To assist administrators in allocation of resources to program.
4) As a useful tool in studying cost/effectiveness of services.
5) As a means for improving communication with other agencies, parents, and the client about developmental progress.

The system reportedly can be used in preschool programs, special education classrooms, activity centers, sheltered workshops, and residental and institutional settings.

In order to implement the system in its entirety, agencies should meet four requirements: 1) Staff members of the agency should receive training in the use of the system from approved trainers; 2) No changes can be made in the system content; 3) A computerized data analysis system must be used; 4) They agree to contribute ideas for improving the C.P.S. every two years.

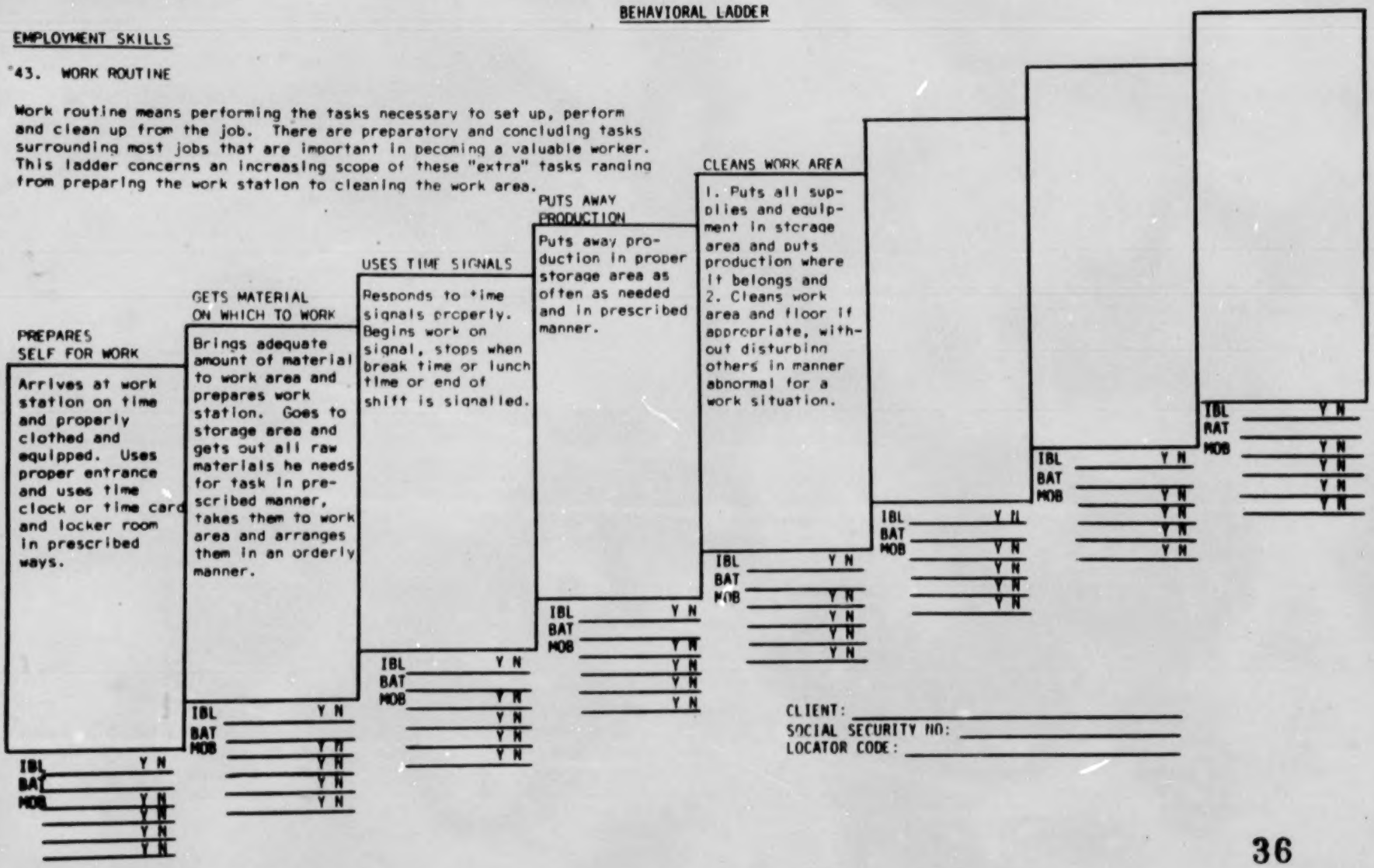
Description of the Scale: The Nebraska Client Progress System is based on principles of behavior observation and identification. The system includes 315 behavior descriptions which are organized according to 45 behavioral ladders. The ladders are subsequently grouped according to six categories which are labeled Self Management, Communication, Interpersonal Relations, Environmental Structuring, Environmental Access, and Employment. Each ladder has a minimum of four behavior descriptions pertaining to it, and a maximum of eight. The majority include six to eight behavior descriptions, thus accounting for the 315 behaviors previously mentioned. Each ladder also includes a general definition pertaining to that particular ladder.

BEHAVIORAL LADDER

EMPLOYMENT SKILLS

43. WORK ROUTINE

Work routine means performing the tasks necessary to set up, perform and clean up from the job. There are preparatory and concluding tasks surrounding most jobs that are important in becoming a valuable worker. This ladder concerns an increasing scope of these "extra" tasks ranging from preparing the work station to cleaning the work area.

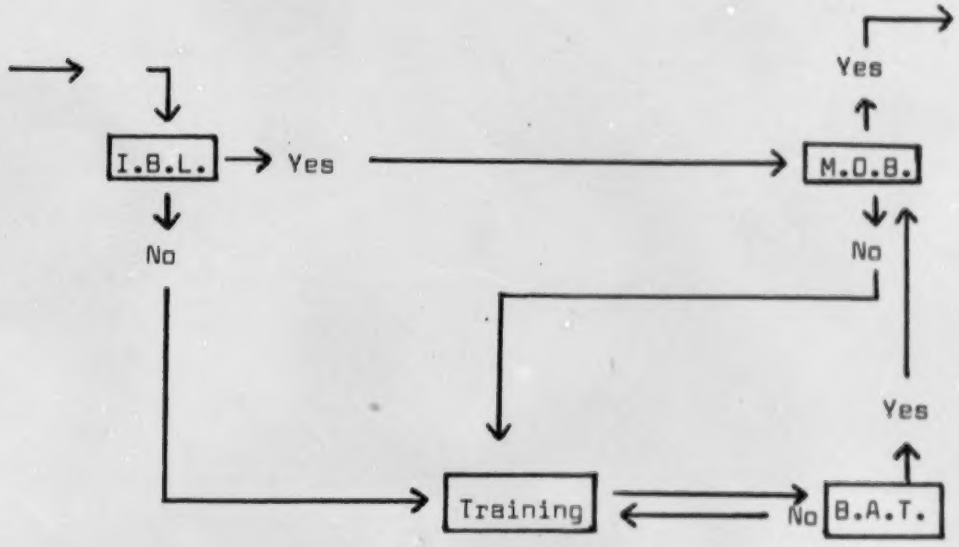

PREPARES SELF FOR WORK
Arrives at work station on time and properly clothed and equipped. Uses proper entrance and uses time clock or time card and locker room in prescribed ways.
GETS MATERIAL ON WHICH TO WORK
Brings adequate amount of material to work area and prepares work station. Goes to storage area and gets out all raw materials he needs for task in prescribed manner, takes them to work area and arranges them in an orderly manner.
USES TIME SIGNALS
Responds to time signals properly. Begins work on signal, stops when break time or lunch time or end of shift is signalled.
PUTS AWAY PRODUCTION
Puts away production in proper storage area as often as needed and in prescribed manner.
CLEANS WORK AREA
1. Puts all supplies and equipment in storage area and puts production where it belongs and 2. Cleans work area and floor if appropriate, without disturbing others in manner abnormal for a work situation.
IBL
BAT
MOB
RAT
Y N
CLIENT:
SOCIAL SECURITY NO:
LOCATOR CODE:

Scoring: There are no scores which result from the C.P.S. Rather, the instrument illustrates an individual's status within a program at any given time, as well as progress towards acquiring the behaviors found in the individual ladders. There are three functions involved in implementing the system. The first of these is the Initial Behavior Level (I.B.L.). Each behavior on each ladder is assessed in order to determine whether or not the individual exhibits that particular behavior. The I.B.L. serves as the baseline for program development. If a person demonstrates a behavior on the basis of three observations, she or he receives a "Yes" rating for that behavior. This is indicated by the date and a circled "Y" immediately below that behavior.

For behaviors which receive a "Yes" or "Y" rating during I.B.L., the next stage is the Maintenance Of Behavior stage (M.O.B.). M.O.B.'s are given to determine whether or not the individual is successful in maintaining the previously acquired behavior. The M.O.B. is marked "Yes" if the person demonstrates the behavior during three observations. M.O.B. is checked eight months apart, until two successful "Yes" dates are recorded.

For behaviors marked "N" or "No" during the Initial Behavior Level, a training program is implemented to assist the individual in acquiring the behavior. Once a person demonstrates a certain degree of competence as a result of the training program, the Behavior Acquisition Test (B.A.T.) is administered. Once again, a positive B.A.T. rating is given on the basis of three observations of the behavior. The Maintenance of Behavior stage is then entered into as was the case for those behaviors receiving positive ratings during the Initial Behavior Level.

The diagram below illustrates the process employed in implementing the Nebraska Client Progress System:



A Client Progress Graph is provided which illustrates the client's achievement in relation to each of the behavioral ladders. This is accomplished by shading with a pencil the number corresponding to the behaviors which have already been acquired.

Technical Information (Norms, Reliability, Validity): Although statistical data is not provided, the authors maintain that the C.P.S. has content validity. Interrater agreement is reported to be in the 90% range, although reliability coefficients are not furnished.

Availability: Persons wishing to obtain further information about the Nebraska Client Progress System should write to:

J. Alan Hansen
2611 South 46th Street
Lincoln, Nebraska 68506

References:

Hansen, J. A., and Sledge, T., The Nebraska Client Progress System. Lincoln, Nebraska: 1974.

Acknowledgements: The MDC wishes to thank the authors for furnishing materials and allowing them to be reproduced in this publication.

Progress Assessment Chart - 2

General Information: The Progress Assessment Chart 2 is one of a series of evaluation instruments designed to provide an objective measure of the social competence of mentally handicapped individuals. The instrument was developed by H. C. Gunzburg and is published by SEFA (Publications) LTD. of Birmingham, England. Distribution in the United States is handled by Aux Chandelles Training Center in Bristol, Indiana.

PAC 2 differs form the other instruments in the series in that it is designed to be used with adolescents and adults whereas the others are primarily for use with younger age groups. PAC 2 should provide persons using it with the following:

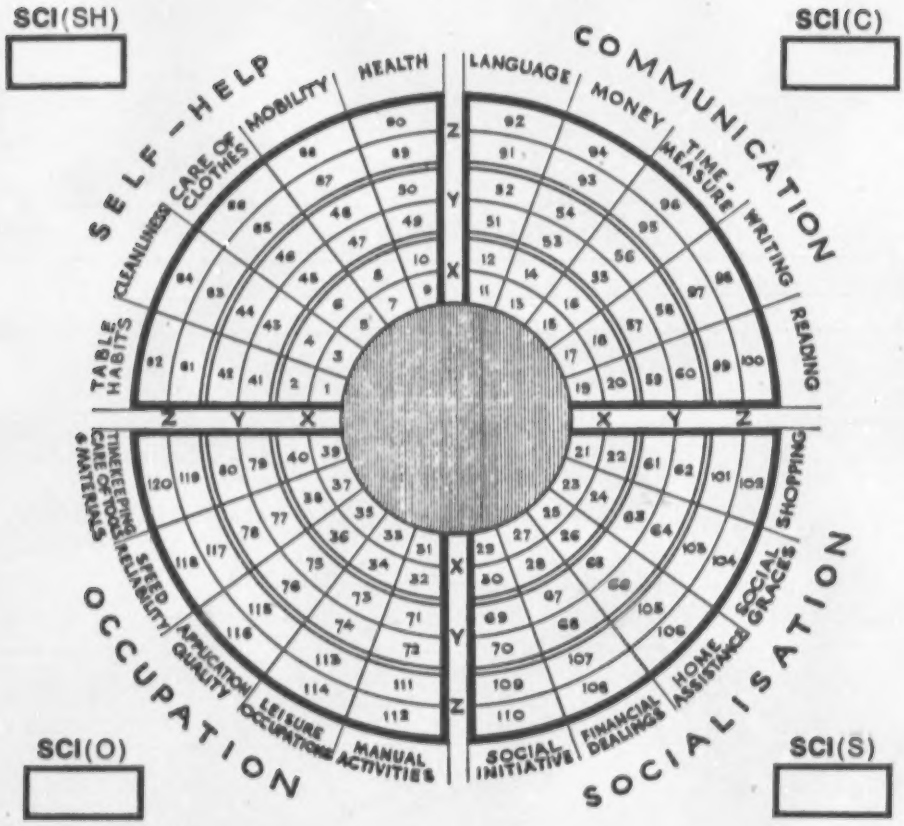
1) A detailed account of an individual's strengths and weaknesses which will enable the teacher, instructor or evaluator to develop a plan of action which is designed to correct the identified weaknesses in social development.
2) Periodic reassessments with the chart draws attention to progress or lack of progress in specific areas.
3) Information is provided for evaluating an individual's level of functioning against the achievements of others of comparable mental ability.

Description of the Scale: The PAC 2 system consists of a number of components which include the individual chart, the manual, and the Progress Evaluation Index 2. The tenth edition of the Progress Assessment Chart 2 includes assessment in two areas, Social Assessment and Personal Assessment. The Social Assessment segment of the scale contains 120 items which are organized according to four areas including Self-Help, Communication, Socialization, and Occupation. Each of the four major areas is divided into five subareas containing six items. The Personal Assessment part of the chart includes thirteen traits, each of which is rated according to a five-point scale. The PAC manual provides criteria for evaluating each item on the chart.

The most interesting feature of the chart is the circular diagram. The diagram consists of concentric circles which are divided into numbered sections representing each item on the scale. Items corresponding to the least degree of competence are located around the center of the circle. As an individual becomes more competent in a particular area, he or she moves closer to the edge of the circle in that area. This is accomplished by shading with pencil or crayon each item in which the individual demonstrates competence. Those items on which the individual has completed training are shaded darkly, those which are still in progress are shaded lightly, and those which are not evaluated are left blank. The completed diagram most likely will have a "patchwork" appearance, enabling someone to see at a glance an individual's achievements in each area.

Name ..... Age .....

SOCIAL ASSESSMENT



SELF-HELP

Table Habits

1. Uses knife and fork correctly and without difficulty X
2. Table manners are fully acceptable X
41. Cares for himself at table, e.g., serves himself without difficulty Y
42. Pours liquids (tea, coffee, milk) Y
81. Uses knife for peeling fruit or slicing bread Z
82.Q Provides adequately for himself in self-service restaurant or cafeteria Z

Cleanliness

3. Tidies hair at regular intervals X
4. Keeps himself reasonably clean (hands, face, teeth) and washes adequately X
43.Q Washes himself regularly and completely without assistance Y
44. Shaves himself regularly (men), looks after personal hygiene adequately (women) Y
83.Q Looks after his/her hair (washing, trimming or styling) on own initiative Z
84. Cuts own nails (hands and feet) regularly without help (or files them) Z

Care of Clothes

5. Can be relied on to choose correct clothing according to the weather X
6. Ties bows: shoelaces, ribbons, aprons, etc. X
45. Takes care of clothing, cleans his shoes regularly Y
46. Can be relied upon to change underclothes regularly Y
85.Q Gives shoes for repair Z
86.Q Makes use of self-service laundry, or is able to do personal washing Z

Mobility

7.Q Uses public transport for short journeys X
8.Q Goes on errands involving crossing of streets X
47.Q Uses public transport for journeys requiring at least one change of transport Y
48.Q Can find his way to at least six different places in the neighbourhood, i.e., cafe, store, church, etc. Y
87.Q Uses public transport for unfamiliar, slightly demanding journeys Z
88.Q Capable of finding out 'details' of intended journeys, e.g., train times, bus routes, etc. Z

Once the chart and circle diagram have been completed, the information is then transferred to the Progress Evaluation Index or PEI 2. The PEI 2 serves as a personal folder for recording the results of four separate administrations of the chart. On the Progress Evaluation Index, an individual's performance is compared to the "average" performance of one of three norm groups which are based on I.Q.

Scoring: The Progress Assessment Chart 2 yields two types of scores. The first and most important is the comparison with the "average achievement levels" according to the appropriate norm group for the individual. The norm groups are as follows:

Group A - Moderately handicapped. Wechsler Adult Intelligence Scale. Full-scale I.Q.'s between 40 and 54. Stanford-Binet I.Q.'s between 36 and 51.

Group B - Mildly handicapped. W.A.I.S. I.Q. scores between 55 and 69. Stanford-Binet scores between 52 and 67.

Group C - Borderline. W.A.I.S. I.Q. scores between 70 and 84, and Stanford-Binet scores between 68 and 83.

This comparison with the appropriate norm group is made on the Progress Evaluation Index 2.

The Progress Assessment Chart also yields a Social Competence Index (SCI) for each of the four major areas on the chart. "Average" performance is indicated by a Social Competence Index of 100. The index score is obtained by multiplying the number of items shaded in an area by the skill value for that area. For example, the skill value for the communication area for Group C is 5.00. Thus if a person has eight subsections shaded in the communication section, the Social Competence Index would be 5.00 x 8, or 40%. The author recommends extreme caution in interpreting the Social Competence Index as a true measure of a person's achievement without referring to the Progress Evaluation Index. In other words, the author considers the Progress Evaluation Index as providing a more useful measure of an individual's relative performance than the Social Competence Index.

Skill values and the formula for computing the Social Competence Index are contained in the PAC Manual.

Technical Information (Norms, Reliability, Validity): The PAC 2 was normed on 144 residents of both sexes from four institutions for the mentally handicapped in Great Britain. Ages ranged from 15 to 31 years. Three norm groups based on I.Q. scores were subsequently established. Performance on the PAC was found to have significant correlation with intelligence. The correlation coefficients of the four major sections with W.A.I.S. Full Scale I.Q. scores are as follows: Communication ($r = .80$); Self-Help ($r = .39$); Socialization ($r = .49$); Occupation ($r = .28$).

Availability: Persons interested in obtaining additional information about the PAC system should write to:

Aux Chandelles Training Center
PAC Department
P. O. Box 338
Bristol, Indiana 46507

In Canada:

ASH/Deerhome
Vocational Training Department
P. O. Box 5002
Red Deer, Alberta T4N 54
Canada

References:

Gunzburg, H. C., Progress Assessment Chart of Social and Personal Development (Third Edition). Birmingham, England: SEFA (Publications) LTD., 1974.

Acknowledgements: The MDC wishes to gratefully acknowledge Mr. A. Woitsch of SEFA Publications, Birmingham, England, for his willing cooperation in furnishing materials and granting permission to reproduce segments of the Progress Assessment Chart 2.

San Francisco Vocational Competency Scale

General Information: The San Francisco Vocational Competency Scale has the distinction of being one of the first if not the first rating instrument relating to vocational rehabilitation to be published commercially. The scale was developed by Samuel Levine and Freeman Elzey of San Francisco State College, and was published in 1968 by The Psychological Corporation. As a result of this relatively early introduction and marketing, the scale appears to enjoy more widespread use than some of the other more recently developed instruments.

The scale was developed for the purpose of assessing the "vocational competence" of mentally retarded persons participating in sheltered workshop and vocational training programs. Within the framework of this general purpose, the authors suggest five more specific uses for the scale including:

1) Selection of mentally retarded individuals for training in semi-independent or sheltered situations.
2) Assessment of an individual's status at a particular time.
3) Judgment of growth in vocational competence over a period of time.
4) Study of the relative efficacy of different training methods.
5) Screening of mentally retarded invididuals for placement in independent work situations.

Description of the Scale: The San Francisco Vocational Competency Scale consists of thirty items relating to four areas of vocational competence. These four areas include motor skills, cognition, responsibility, and social-emotional behavior. The items are not organized according to these four areas on the scale, but are said to be positioned according to the sequence in which the behavior would occur during task performance by the individual. Each item is rated according to one of four or five statements or terms. Some items have four statements which apply and others have five. These statements or terms have a numerical value ranging from one for the lowest level of competence to four or five representing the highest degree of competence.

Scoring: The rater circles the number corresponding to the level which best represents the rater's judgment of the client's observed performance for each item. Since the total scale score is a cumulation of the scores for each item, the rater is asked to rate all items. The sum of all items is the vocational competency score. Vocational competency scores may range from 30 to 138, the latter representing the highest attainable score. Percentile norms are available which illustrate only the subject's standing relative to the norm group.

11. TRANSFERRING SKILLS

He is able to transfer previously learned skills to a new task.

1 – Hardly ever
2 – Occasionally
3 – Approximately half the time
4 – Frequently
5 – Nearly always

12. TIME IN LEARNING THE TASK

He can be taught a task if the time required to complete the sequence of skills is

1 – 5 minutes or less.
2 – 6 to 10 minutes.
3 – 11 to 15 minutes.
4 – more than 15 minutes.

13. TIME IN COMPLETING THE TASK

A task which can be completed by a non-retarded individual within 20 minutes can be completed by him in

1 – from one to two hours.
2 – from 41 minutes to one hour.
3 – from 21 to 40 minutes.
4 – approximately the 20-minute period.

14. WORK IMPROVEMENT WITH EXPERIENCE

With experience the quality of his work

1 – shows little improvement.
2 – improves slowly but gradually.
3 – improves at a fairly rapid rate.
4 – improves rapidly.

15. OPERATING EQUIPMENT WITH MOVING PARTS

When he operates equipment with moving parts he causes the equipment to become inoperative (i.e., it breaks down or jams).

1 – Nearly always
2 – Frequently
3 – Approximately half the time
4 – Occasionally
5 – Hardly ever

16. OPERATING MANUALLY POWERED MACHINES

He can perform tasks using manually powered machines (e.g., hand or foot levers) without supervision.

1 – Hardly ever
2 – Occasionally
3 – Approximately half the time
4 – Frequently
5 – Nearly always

17. FOLLOWING SAFETY INSTRUCTIONS

When instructed as to safe operating procedures he follows them.

1 – Hardly ever
2 – Occasionally
3 – Approximately half the time
4 – Frequently
5 – Nearly always

18. CORRECTING ERRORS

When he makes an error or spoils some material he will, on his own, correct the error or use new material.

1 – Hardly ever
2 – Occasionally
3 – Approximately half the time
4 – Frequently
5 – Nearly always

19. ADEQUACY OF PERFORMANCE

When he is required to perform a task in which there are several discrete operations, his work has to be discarded or redone.

1 – Nearly always
2 – Frequently
3 – Approximately half the time
4 – Occasionally
5 – Hardly ever

20. SEEKING HELP

When he is having difficulty in performing a task, he seeks help from his immediate supervisor.

1 – Hardly ever
2 – Occasionally
3 – Approximately half the time
4 – Frequently
5 – Nearly always

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Technical Information (Norms, Reliability, Validity): Items contained in the scale were selected on the basis of factor analysis. The final scale composition is the result of two pretests. The norm group is made up of 562 mentally retarded male and female workshop clients, representing forty-five workshops from all regions of the country.

Internal consistency reliability coefficients are reported as .95 for both male and female subjects. A test - retest stability coefficient of .85 resulted from two administrations of the instrument separated by a one month interval. Vocational competency scores were found to have statistically significant positive correlation with I.Q. scores and school experience. A more detailed discussion of statistical procedures is found in the scale manual.

Availability: The San Francisco Vocational Competency Scale and information concerning its purchase can be obtained from:

The Psychological Corporation
757 Third Avenue
New York, New York 10017

References:

Levine, S., and Elzey, F. F., San Francisco Vocational Competency Scale Manual. New York: The Psychological Corporation, 1968.

Levine, S., and Elzey, F. F., Factor analysis of the San Francisco Vocational Competency Scale. American Journal of Mental Deficiency, 1968, 73 (3), 509-513.

Acknowledgements: The MDC expresses appreciation to The Psychological Corporation, for granting permission to include illustrations of the San Francisco Vocational Competency Scale in this publication.

Vocational Behaviors Scale (Experimental)

General Information: The Vocational Behaviors Scale was authored by Gordon Krantz in conjunction with the Minnesota Department of Education. Much of the theory on which this scale is based can be found in an article entitled, "Critical Vocational Behaviors" which originally appeared in the Journal of Rehabilitation (See References below).

The author's major premise is that there exists certain generalized work behaviors which are needed for a person to be successful in any employment setting. These behaviors were determined as a result of examining characteristics of chronically unemployed people. Their reasons for not working were then analyzed in order to select the scale dimensions. The identified behaviors were restated in positive terms to indicate what a person would have to do in order to find and maintain employment.

The Vocational Behaviors Scale is designed to assist the user in determining an individual's assets and problem areas as they relate to work. This should lead to prescriptive programming which will assist the individual in overcoming the identified problem areas. The scale is designed to be used on the basis of direct observation, and the composite picture which it presents is an indication of an individual's status at a given point in time. The instrument is not designed to measure potential or future performance. However, it can be administered at different intervals in order to measure change or progress as an individual moves through a program. It should be emphasized once again that the scale is concerned with basic employability, and not with a specific job or trade as such.

Description of the Scale: The Vocational Behaviors Scale - Experimental consists of Twenty-six behavior dimensions which are organized according to the following classifications:

1) Occupational Objective Behaviors
2) Job-Getting Behaviors
3) Job-Keeping Behaviors
4) Vocationally-Coupled Behaviors

The first classification consists of two behavior dimensions related to having an orientation towards work and an appropriate job goal. The second classification, Job-Getting Behaviors, consists of five dimensions concerned primarily with the activity of seeking employment. Job-Keeping Behaviors, the third classification, includes eleven behaviors needed in order to keep a job. The final classification consists of eight behavior dimensions primarily concerned with social and community-living competencies.

Each of the twenty-six behavior dimensions is described and rated according to one of three levels or categories. The first level or "Inadequate" means that a behavior rated according to this level is

JOB-KEEPING BEHAVIORS

C.1	Attendance		more than 12 absences per calendar year	less than 12 absences per year
C.2	Punctuality	chronically and obviously late	misses being on time more than 12 times per year	misses being on time less than 12 times per year
C.3a	Co-Workers: Acceptance by	co-workers refuse to be near him	co-workers are irritated with or distracted by him	co-workers at least passively accept him
C.3b	Co-Workers: Victimization by	co-workers and he are sometimes involved in physical combat	co-workers abuse or victimize him (ex: send him on fool errands)	if co-workers react to or notice his handicap at all, it is in a socially acceptable way
C.4a	Supervision: Acceptance of	refuses to "take orders"	supervisor feels some grudging or client shows "fawning" behavior	supervisor does not report feeling resisted
C.4b	Supervision: Amount of	must be watched or attended to constantly	requires special watching and sustained instruction or supervisor feels intruded upon	consumes only ordinary amount of supervisory attention
C.5a	Work: Stationing at	persistently leaves work station	occasionally leaves work station at unauthorized times	consistently remains at work station without reminder
C.5b	Work: Production	production speed is less than 1/4 of <u>average</u> worker's	is within lowest 1/3 of normal workers' production speed <u>range</u>	is within upper 2/3 of normal workers' productivity <u>range</u>
C.5c	Work: Persistence	gives up and quits trying before normal end of work period	persists in his work but makes a show of the effort	sustains his work effort normally

unsuitable for any type of employment. The second level indicates that the behavior would be acceptable only in a "Marginal or Sheltered" employment situation. The "Competitive Level" is separated from the others by a solid line, and indicates the minimal behavior which is necessary in order for the person to be employed in regular community employment.

Scoring: The Vocational Behaviors Scale does not yield a numerical score, although this could easily be accomplished if someone wanted to assign values to the levels. The scale has been developed primarily to assist the rater in pinpointing vocational problems as well as assets. This is accomplished by drawing a circle around the level description which applies to each behavior dimension. The author suggests that a colored pencil be used for this purpose. When the scale is completed, there should be twenty-six colored circles. The author indicates that any circles in the middle or left-hand columns (Marginal or Sheltered and Inadequate respectively) means that you have pinpointed a vocational problem. Once again, the primary purpose for doing so is to develop a prescriptive program designed to assist the individual in improving in those problem areas.

Technical Information (Norms, Reliability, Validity): No information is provided with the exception of that concerning "face validity," which is based on the assumption that the scale appears to describe the behaviors which it has been designed to measure. It is suggested that persons using the scale check for validity according to their particular circumstances and client population. The author describes a procedure which can be used for this purpose.

Availability: Single copies of the manual for the Vocational Behaviors Scale - Experimental can be obtained from:

Special Needs Section
Division of Vocational Education
513 Capitol Square Office Building
St. Paul, Minnesota 55101

References:

Krantz, G. C., Manual: Vocational Behaviors Scale (Experimental). St. Paul, Minnesota: Minnesota Department of Education, Division of Vocational Education, Special Education Section, 1971.

Krantz, G., Critical vocational behaviors. Journal of Rehabilitation, 1971, 37 (4), 19-22.

Acknowledgements: The MDC wishes to thank Gordon Krantz, the author, and Mr. Tom Strom of the Minnesota Department of Education, Special Needs Section, for their respective permissions to reproduce parts of the Vocational Behaviors Scale in this publication.

Work Adjustment Rating Form

General Information: The Work Adjustment Rating Form, or WARF, was developed by James A. Bitter and D. J. Bolanovich at the Jewish Employment and Vocational Service in St. Louis, Missouri. The scale was designed to provide an objective measure of the concept of "job readiness" as it relates to mentally-retarded workshop clients. Bitter defined the concept of job readiness as the "attainment of performance patterns that will conform to those required by a work environment." He further clarified this definition by stating that, "Any attempt to develop the concept of job readiness necessitates recognition of a relationship between job and worker and must consider personal, job skill, and work environment variables" (Bitter, 1968). It is the contention of the authors that behaviors which are predictive of job adjustment can be identified by counselors, supervisors, evaluators, and others, and that these behaviors can in turn be measured by using client rating instruments. As a result, the WARF can be used to assess areas of strength and weakness for persons in workshop programs. It can also be used for formulating goals for workshop training for the individual, and as a means of assessing progress towards achieving these goals.

An interesting feature of the WARF is that it has been designed to minimize certain types of rater bias. This was accomplished by scattering items pertaining to the individual subscales throughout the instrument, rather than grouping them together as is common practice in most rating instruments. However, research by the senior author indicates that this procedure has shown only some success in accomplishing this objective.

Description of the Scale: The Work Adjustment Rating Form contains forty items belonging to eight subscales. These subscales include the following:

1) Amount of Supervision Required
2) Realism of Job Goals
3) Teamwork
4) Acceptance of Rules/Authority
5) Work Tolerance
6) Perserverance in Work
7) Extent Trainee Seeks Assistance
8) Importance Attached to Job Training

Each subscale includes five items which represent different levels of performance, ranging from low to high. Once again, the items are scattered throughout the scale.

The rater is asked to mark each item either "Yes" or "No," placing an X over the most appropriate response. Administration of the scale requires three to seven minutes, depending on the person doing the rating.

INSTRUCTIONS:

The Work Adjustment Rating Form is a rating scale consisting of 40 items relating to observable work behaviors. You are asked to answer each item either "yes" or "no" for the trainee identified on the form. Some items appear very similar. Answer each item. Please do not omit any items.

Mark your response with an "X" over your choice.

1.	With training and direction, trainee can work independently under occasional supervision.	Y	N
2.	Trainee has developed realistic job goals and readily seeks counsel in planning.	Y	N
3.	Trainee can work with only one or two others whom he particularly likes.	Y	N
4.	Trainee knows and usually follows rules without reminder.	Y	N
5.	Trainee becomes frustrated and gives up easily on almost any job.	Y	N
6.	Trainee generally stays at work but is easily distracted and loses interest.	Y	N
7.	Trainee seeks assistance only on bonafide problems and after attempting to solve them himself.	Y	N
8.	Trainee desires work but does not do anything himself to find it.	Y	N
9.	Trainee catches on easily and does his work with practically no supervision.	Y	N
10.	Trainee considers job plans but they are not compatible with his abilities.	Y	N
11.	Trainee works effectively in small (2-3) groups.	Y	N
12.	Trainee shows open hostility to authority and rules.	Y	N
13.	Trainee generally works at routine jobs readily without resistance.	Y	N

Scoring: The WARF yields a numerical score which is the sum of all positive responses. Scores range from zero to 40, with 40 representing the highest possible score. A positive response to any item at any level means that all items below that level should also have a positive response. This is reflected in the cumulative nature of the score.

Because there are both positive "Yes" and positive "No" responses, scoring is most easily accomplished by using a scoring key. This is not difficult to construct because the author identifies the positive responses in the manual. Scoring with a key is said to take approximately five minutes. Without a key it is likely to take somewhat longer. A scoring profile is provided on the front of the form.

Technical Information (Norms, Reliability, Validity): Some basic research has been undertaken by the authors which is reported in the articles listed below. The research was completed on four raters who rated the same group of twenty-six clients. Follow-up information was collected two and one half years later in order to determine the job success of these same twenty-six individuals. Successful job adjustment was considered to be a minimum of six months of continuous employment. Ratings were then adjusted for bias using an analysis of variance technique. Three types of rater error were found, indicating that WARF ratings are subject to rater bias. The senior author suggests that rater bias can be reduced by having more than one person rate an individual.

Coefficients of interrater agreement are quite high, with a .91 reliability coefficient for ratings not adjusted for rater bias, and .94 for adjusted ratings. Predictive validity was found to be somewhat useful for group predictions as a result of a .56 coefficient of correlation with job adjustment criterion.

Availability: Persons interested in the Work Adjustment Rating Form may obtain a single copy of the scale by writing to:

James A. Bitter
School of Special Education and Rehabilitation
University of Northern Colorado
Greeley, Colorado 80639

References:

Bitter, J. A., Toward a concept of job readiness. Rehabilitation Literature, 1968, 29 (7), 201-203.

Bitter, J. A., and Bolanovich, D. J., WARF: A scale for measuring job-readiness behaviors. American Journal of Mental Deficiency, 1970, 74 (5), 616-621.

Bitter, J. A., Bias effect on validity and reliability of a rating scale. Measurement and Evaluation in Guidance, 1970, 3 (2), 70-75.

Acknowledgements: The MDC expresses its appreciation to James A. Bitter for his cooperation in furnishing materials and for granting permission to reproduce segments of the WARF scale.

Work Behavior Rating Scale

General Information: The Work Behavior Rating Scale was designed by the Exceptional Children's Foundation, Los Angeles, California, for use in a special project on coordination of workshop programs and services for the mentally retarded in Los Angeles County. Information on the project and the scale itself are contained in a publication entitled "Coordination of Workshops for the Mentally Retarded in a Metropolitan and Suburban Area," by Robert D. Shushan, principal investigator and executive director of the Exceptional Children's Foundation. The scale is actually one of four sections used in completing the Trainee Evaluation Report.

Description of the Scale: The Work Behavior Rating Scale is a graphic rating device consisting of thirteen items. The scale items are labeled as follows:

1) Co-worker Relations
2) Disruptiveness
3) Tolerance for Criticism
4) Independence from Supervision
5) Cooperation with Supervisor
6) Understanding Oral Instructions
7) Memory for Instructions
8) Motivation for Work
9) Concentration Ability
10) Punctuality
11) Quality of Work
12) Quantity of Work
13) Safety Awareness and Habits

Definitions or cues are provided for each scale item. In addition, points along the continuum for each item are also defined or cued. Letter and numerical values are assigned to points along the item continuum. The numerical values are provided for making finer discriminations of an individual's relative position between points along the continuum.

Items for inclusion in the scale were arrived at from a literature review in order to identify behaviors considered necessary for successful job performance. Twenty-one specific behaviors were thus identified. A questionnaire was then sent to 55 persons experienced in the training and placement of mentally retarded individuals. The returns were analyzed and the scale items were selected. The instrument was then field tested and the items which appeared ambiguous or difficult to rate were eliminated or rewritten.

APPENDIX H4

4. INDEPENDENCE FROM SUPERVISION — Once task is learned, to what degree can trainee carry out task with minimal need to be reminded, prodded, re-instructed, restricted, or encouraged by supervisor?

(F)		(D)		(C)		(B)		(A)
1	2	3	4	5	6	7	8	9

Needs almost constant supervision on any work task assigned.	Generally requires close supervision but can work independently on a few simple tasks.	Occasionally needs close supervision but usually works independently.	Rarely needs supervision; follows through on own.

Comments: (If low, how does trainee show need for supervision?)

5. COOPERATION WITH SUPERVISOR — How receptive is trainee to requests and instructions?

(F)		(D)		(C)		(B)		(A)
1	2	3	4	5	6	7	8	9

Usually unresponsive to supervisor's requests or instructions; rarely cooperates satisfactorily.	Usually responds to supervisor's requests or instructions but does so begrudgingly.	Occasionally balks at supervisor's requests or instructions but usually quite cooperative and willing.	Responds readily and willingly to all supervisor's requests or instructions.

Comments: (If unsatisfactory, how is lack of cooperation shown?)

6. UNDERSTANDING ORAL INSTRUCTIONS — Assuming he is willing to do so, how well is trainee able to follow oral instructions?

(F)		(D)		(C)		(B)		(A)
1	2	3	4	5	6	7	8	9

Cannot follow oral instructions even when they involve one specific concrete task. Needs a demonstration before understands what to do.	Can follow oral instructions involving one specific task.	Can follow oral instructions involving three specific tasks within same job.	Can follow oral instructions involving five or more tasks within same job.

Comments:

(Continued)

Scoring: Using the behavior descriptions and letter grades as guides, the rater places a check mark along the continuum at the point which most closely represents the trainee's behavior. All points checked on the scale result in both letter and numerical grades. The numerical values once again provide a finer discrimination than the letter grades alone. For example, a 87 rating is not as close to an A rating as is a rating of 88. The ratings for all items are then profiled on the Trainee Evaluation Report. A numerical score for the entire scale can be obtained. The letter grades are defined as follows:

(A) Excellent - Performance meets usual competitive standards in unskilled and semi-skilled employment. This grade has a numerical value of 9.

(B) Good - Above average workshop performance, but does not fully meet competitive standards in unskilled and semi-skilled employment. The numerical value is 7 or 8.

(C) Fair - Falls in average performance range of workshop trainees. Although within acceptable limits of the workshop, considerable improvement required to attain competitive standards. A grade of C represents a numerical score of 4, 5 or 6.

(D) Poor - Below average performance means improvement is needed to meet workshop standards. The numerical value can be either 2 or 3.

(F) Extremely Inappropriate - Behavior requires special supervisory or professional staff attention. May require services beyond the scope of a workshop training program such as intensive psychotherapy, medical treatment, activity or day care center. A grade of F has a numerical value of 1.

Technical Information (Norms, Reliability, Validity): A reliability coefficient of .80 for the total scale resulted from the comparison of ratings for two independent raters who evaluated the same group of trainees. Reliabilities for individual scale items varied considerably.

Availability: Persons wishing information about the availability of the Work Behavior Rating Scale should address their inquiries to:

Dr. Robert D. Shushan, Executive Director
Exceptional Children's Foundation
2225 West Adams Boulevard
Los Angeles, California 90018

References:

Shushan, R. D., Coordination of Workshops for the Mentally Retarded in a Metropolitan and Suburban Area. Los Angeles, California: Exceptional Children's Foundation, 1972.

Acknowledgements: The MDC wishes to thank Dr. Shushan and the Exceptional Children's Foundation for allowing their materials to be included in this publication.

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